

Blackshere, who currently serves as President of the Illinois Federation of Labor. She is an outstanding labor leader, civic activist, former teacher, political activist and a fighter for the rights of working people all over America.

Margaret Blackshere, is currently the President of the Illinois AFL-CIO. A former classroom teacher, Blackshere has served on all levels of the Labor Movement from president of her local union in Madison to statewide vice president of the Illinois Federation of Teachers, to her current position.

Blackshere has a bachelor's degree in Elementary Education and a master's degree in Urban Education—both from Southern Illinois University-Edwardsville.

She has been a delegate to the Democratic National Convention, served as the director of the Illinois Democratic Coordinated Campaign in 1990 and 1992, and is a member of the Democratic National Committee.

Blackshere serves on various boards and councils including the United Way of Illinois, Voices for Illinois Children, White House Commission on Presidential Scholars, and the Illinois Skills Standard & Credentialing Council.

She is a member of American Federation of Teachers Local 763 and is a delegate to the National AFL-CIO Convention.

#### EDUCATION AND WOMEN'S HISTORY MONTH

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Illinois (Mrs. BIGGERT) is recognized for 5 minutes.

Mrs. BIGGERT. Mr. Speaker, as the Republican co-chair of the Congressional Caucus on Women's Issues, I am pleased to join the gentlewoman from California (Ms. MILLENDER-MCDONALD), the other co-chair of the Women's Caucus, and my other colleagues in celebrating March as women's history month.

Women accomplished so much in the 20th Century and I am fortunate and proud to co-chair the first Women's Caucus of the 21st Century. Let us hope that this century is productive for our daughters and granddaughters as it was for our mothers and us.

The last 100 years have seen women make important advancements in the area of public service. Not only did our predecessors gain the right to vote, but in recent years we have been considered a decidedly important voting block. We now have more women serving in the House and the Senate than ever before, 61 women in the House and 13 in the Senate. I think we will keep seeing these numbers increase.

We have women serving as Supreme Court justices, governors, Attorneys General and in many other elected offices, but we still have a long way to go. For all the accomplishments that women have achieved in the 20th century, we should not be complacent. We still have a lot to do.

One of the areas where females have made important strides is in the area of education. Women currently make up over 50 percent of college freshmen

in the country. To think that in 1872, over 100 years ago, only 97 educational institutions even accepted women.

The National Center for Education Statistics report that females are now doing as well or better than males on factors measuring educational attainment. Nevertheless, women continue to trail their male counterparts in the areas of mathematics and science. This is something that I hope, through my position on the House Committee on Science, to help rectify.

What is more, women are still underrepresented in doctoral and first professional degree programs, although, as the NCEC points out, women have made substantial gains in these areas during the last 25 years.

There are other areas of education where improvements need to be made, most notably in the area of school access for so-called disadvantaged students. A group of disadvantaged students whose needs are often overlooked are homeless children. Homeless children face unique problems when attempting to access a quality education. Some schools do not allow homeless children to register for classes without school or medical records. Others will not enroll children without a home address, and there is nobody in the schools whose job it is to help them.

As a result, homeless children wait days and even weeks just to get into the classroom. Obviously this has serious and negative consequences for their educational advantages.

Mr. Speaker, some may be wondering why I am talking about homeless children during this recognition of the achievements of women. Well, it is because, as data shows, educating homeless children is a women's issue. According to a Federal study released in 1999, 84 percent of parents or guardians of homeless children are female. The average homeless family is composed of a single mother in her twenties and two children under the age of 6. Single mothers are vulnerable to homelessness because of the high cost of housing for families, the high cost of child care and lack of housing assistance.

We must work together as women, as leaders in our community and as public servants, to find answers to the destructive cycles caused by homelessness and poverty. That is why I have introduced H.R. 623, the McKinney-Vento Homeless Education Act of 2001. This bill will ensure that all homeless children are guaranteed access to public education so that they can acquire the skills needed to escape poverty and lead healthy and productive lives. It will also strengthen the parental rights at a time when mothers of homeless children find themselves most vulnerable. It will help homeless mothers pay for school supplies and other emergency items that children need to participate in school, such as clothes, eyeglasses and hygiene products.

Many mothers have expressed gratitude through letters and cards for these items which they could not oth-

erwise afford at such a difficult point in their lives. Working hard now to ensure a brighter future for all Americans is something that we as women learn the importance of during our struggle to gain equality in the 20th century. During the month of March, it is fitting that women take time to reflect back upon and celebrate our collective accomplishments over the last 100 years. We must use every opportunity to show how we are going to use the lessons learned in yesteryear's battles to eliminate illiteracy, increase educational opportunity for all and promote high academic achievements. If we do so, that would give women 100 years from now something to crow about.

#### CONCERN OVER PROPOSED CASPIAN OIL PIPELINE

The SPEAKER pro tempore (Mr. CANTOR). Under a previous order of the House, the gentleman from New Jersey (Mr. PALLONE) is recognized for 5 minutes.

Mr. PALLONE. Mr. Speaker, I come to the House Floor today to voice my concern regarding the proposed Baku-Ceyhan pipeline, originating in the Azerbaijani capital of Baku, bypassing Armenia via Georgia and ending at the Turkish port of Ceyhan.

Over the last few years, despite the reluctance of major U.S. oil companies, the Clinton administration promoted the Baku-Ceyhan pipeline, which many experts are now questioning. Cato Institute analyst Stanley Kober recently noted at a foreign policy briefing that the pipeline, far from promoting U.S. interests in the region undermines them.

Another report by the Carnegie Endowment for International Peace knows that pursuit of this pipeline only exacerbated tensions between the United States and Russia and did little to advance U.S. interests.

Mr. Speaker, let me be clear today that I strongly oppose the current plans for this project that is expected to cost \$3 billion.

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It is my hope that the Bush administration will take into account these reports and thoroughly examine the need for this proposed pipeline route. I am not encouraged, however, by recent reports that the Bush administration, like the Clinton administration before it, seems to believe that the pipeline would provide the West with a greater amount of oil, thus cutting down on the U.S. dependence on Middle Eastern countries for oil. I am here today to say that this is not the case. In fact, with reserves estimated at approximately 2 to 3 percent of the world's total, experts note that Caspian oil reserves will have no significant impact on world oil prices.

The Bush administration also seems to be under the impression that by building a pipeline in this volatile area

of the world, that strained relations between affected nations would begin to heal. Again, Mr. Speaker, I want to say that this is not the case. In fact, I believe that the pipeline could make relations in the region a lot worse. At the very least, we should wait until peace is achieved in the region. The presidents of Armenian and Azerbaijan just concluded a round of talks in Paris. It is my hope that a resolution to the Nagorno-Karabagh conflict will be found this year. We should focus our efforts and attention on the peace process instead of wasting our resources on a commercially nonviable pipeline.

President Bush's support for the Caspian oil pipeline was first announced several weeks ago by Ambassador Elizabeth Jones, special advisor to Bush on Caspian energy policy. At that time, Ambassador Jones said that the oil companies find the project commercially viable and that the project would only happen if "it is determined that there is money to be made there by commercial companies."

Mr. Speaker, I am baffled to hear that the ambassador believes this project would be profitable to the participating oil companies. American oil companies, after years of exploration, still have not found any commercially viable oil fields. Many, in fact, have pulled out.

Realistically, the only way that this plan can be feasible for these oil companies is if the United States Government and other governments subsidize the project. Amoco president Charles Pitman might well have said just that when he testified before the Senate Foreign Relations Committee 4 years ago. At that hearing Pitman said, and I quote, "I encourage Congress and the administration to promote the strategic interests of the United States by helping make the Baku-Ceyhan route economically feasible." Since these companies have already said that the project is not economically feasible on its own, the only way to make it feasible is with a substantial subsidy from the U.S. Government.

Mr. Speaker, let me turn to the other reason Ambassador Jones gave for the Bush administration's supporting this pipeline: the belief that it would bring sovereignty and economic independence to the Caspian states. While proponents of this pipeline argue that it would strengthen the economic independence of states like Azerbaijan and Georgia, it is also very probable as outlined in the Cato and Carnegie reports that the pipeline plan would bring more tension to the area, already beset by instability.

Mr. Speaker, Armenia, which is completely bypassed by this pipeline, already suffers at the hands of a dual blockade from the east from Azerbaijan and from the west from Turkey. Azerbaijan has used its influence to ensure that Armenia would not benefit economically from the pipeline. Ilham Aliyev, son of Azerbaijan's president and a vice president of the State Oil

Company of the Azerbaijani Republic, told the Azerbaijani newspaper Baku Tura in early January, and I quote, "Azerbaijan's position remains unchanged. The pipeline will not go via Armenia under any circumstances."

This would explain why the pipeline, which avoids the most direct route from the oil fields to the Caspian to Ceyhan, would be brought through Armenia. In fact, the pipeline route takes great pains to avoid Armenia and Nagorno Karabagh. This is simply unacceptable, and the U.S. should not subsidize this plan in any way which serves to further isolate Armenia.

Therefore, Mr. Speaker, I request that the Bush administration reconsider this decision and withdraw any support for the Baku-Ceyhan pipeline. I ask the Bush administration to take a fresh and honest look at pipeline policy in the region and take steps to ensure that all countries of the Caucasus are included in east-west energy and trade routes.

#### PELL GRANT MATH AND SCIENCE INCENTIVE ACT, 2001

The SPEAKER pro tempore (Mr. CANTOR). Under a previous order of the House, the gentleman from Florida (Mr. KELLER) is recognized for 5 minutes.

Mr. KELLER. Mr. Speaker, earlier today I filed legislation called the Pell Grant Math and Science Incentive Act of 2001, and I rise today to speak in favor of this piece of legislation. I would like to tell my colleagues about what it is, why we need it, and who is supporting it.

Under this bill, a low-income college student who qualifies for a Pell grant would be eligible for an additional \$1,000 grant that he would not have to pay back if he has demonstrated a proficiency in math and science while in high school.

Let me tell my colleagues why this legislation is desperately needed. We have a problem with filling high-tech jobs in the United States right now. Currently, there are over 300,000 high-tech jobs that are unfilled in the United States because we just do not have the math-and-science-educated workforce to fill these jobs. This is costing businesses \$4.5 billion a year in loss of productivity. Now, we do what we can to increase H1B visas. Currently there are over 100,000, so we go to foreign countries and allow their high-tech people in to fill these jobs, but yet we are still 300,000 jobs short. We desperately need college graduates trained in math and science.

I learned this firsthand when I held a high-tech conference in my hometown of Orlando, Florida. At this conference was 75 leaders from the education community, high-tech industry, and political leaders, as well as leaders from Congress. What I learned there was one thing: what is most important to the high-tech business folks is having a well-educated workforce that produces

graduates from our local universities who have experience in math and science. It does not have to be a specific computer major, not a specific Internet major, but someone who can do trigonometry, calculus, and basic science.

I also went and met with Silicon Valley executives, and I learned from them that the reason they are in Silicon Valley is because of Stanford and Berkeley. They have a steady stream of high-tech workforce produced there. They told me that the main thing they need is math and science graduates.

Mr. Speaker, we have a second reason for this legislation. We have a desperate need for more math and science teachers in this country. We will need to hire over 2 million teachers in the next 10 years. The biggest shortage we have are math and science teachers.

According to a survey just completed of large city school superintendents, 97 school districts in the United States require more science teachers today, and 95 percent of the school districts need more math teachers today. So we desperately need to help those low-income folks who may not otherwise go to college, but who have the ability in math and science to open the door of college to them and to provide them with this additional grant.

Now, who supports this legislation? Well, President George W. Bush is one. President Bush campaigned on the platform of providing an extra \$1,000 for first-year college students who have demonstrated proficiency in math and science. In fact, his position is laid out in detail on his Web site: [www.georgewbush.com](http://www.georgewbush.com). A second key supporter is the gentleman from Michigan (Mr. EHLERS), who this House knows is one of the gurus here in terms of math and science education and is a strong supporter of this legislation.

Perhaps the best part of this legislation is that it pays for itself. Right now, companies pay over \$100 million a year collectively to provide for H1B visas to provide a short-term solution for the lack of high-tech workers. We can take that money and use it to fund this Pell Grant Math and Answer Incentive Act and would not have to raise any taxes and yet fix the long-term problem with the short-term money here.

Mr. Speaker, I urge my colleagues to sign on as cosponsors for this important piece of legislation, and I urge all of my colleagues to vote for it. It will make a meaningful difference in the lives of our young people who need help going to college; it will make a meaningful difference in the lives of high-tech folks who need additional workers, and it makes good common sense.

#### REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H.R. 3, ECONOMIC GROWTH AND TAX RELIEF ACT OF 2001

Mr. REYNOLDS, from the Committee on Rules, submitted a privileged report (Rept. No. 107-12) on the